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ABSTRACT

A major goal of the School for Independent Study at North East London Polytechnic, which was founded in 1974, has been to provide the opportunity for higher education among students in an underprivileged area of London where typically few students have access to further schooling. The desire to increase access led to "non-standard entry" criteria devised to use the students' experience instead of examination scores. The school has grown from one program of 73 full-time students in 1974 to three programs of 800 full-time and part-time students, and its activities now span the globe. Emphasis is on goal orientation and the development of transferable cognitive and interpersonal skills rather than on the content of any discipline. To this end, projects are carried out in the community. The history of the school is reviewed, followed by a statement of its philosophy. Procedures for admissions, academic program planning, registration, assessment of students' work, and networking (both with other faculty in the Polytechnic and with experts in the students' fields of interest) are described. Examples of students' work from the three degree programs (Diploma of Higher Education, Bachelor of Arts and of Science, and Masters of Arts and of Science) and profiles of selected students are provided. Procedures are outlined for staff and resource allocation. Descriptions of international links with such countries as Japan, Australia, China, Cyprus, Scotland, and Pakistan conclude the report. (9 references) (GL)

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Eunice Hinds

The school for independent study and international links

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VORWORT

Die Entwicklung von unabhängigen Studien seit den 60er Jahren im angelsächsischen Raum nimmt immer stärker an Bedeutung zu.
Schaut man sich die Bildungssysteme in Europa genauer an, dann dürfte sich die Institutionalisierung von 'Independent Study' Programmen als das genaue Gegenteil von dem erweisen, was z.B. in Frankreich mit den landesweiten 'concours' betrieben wird. Die Idee unabhängiger Studien, Privatgelehrsamkeit mit der Haupt-Qualifikation zu wissen, wo man sich benötigte Informationen am besten besorgt, widerspricht von ihrem Grundkonzept den meisten Vorstellungen von Fernstudium als einer industrialisierten Form des Lehrens und Lernens.

So stellt Frau Hinds die wesentlichen Merkmale dieser 'Independent Studies' am NELP dar und lädt unverhohlen zu intensiverer Kooperation mit der FernUnivernität ein. Ob sich die Konzepte von Studien- und Prüfungsordnungen der FernUniversität mit dem Konzept individualisierten, unabhängigen Lernens 'vertragen', bleibt abzuwarten: Es wäre allerdings zu billig und auch dem für die Gründung der FernUniversität maßgeblichen Reformgedanken zuwider, wenn man auf den Gasthörer-Status an der FernUni verwiese. Nein, 'Independent Study', wie von Frau Hinds beschrieben, stellt in großen Zügen auch die didaktische Zielvorstellung der Gründungsphase der FernUni dar: Die Ängste vor den massenhaft konsumierten, vorgefertigten Curricula haben sich als allzu begründet erwiesen. Bei einer kritischen Würdigung der School for Independent Study müssen wir schon genauer analysieren was wir lernen sollten, anstatt uns oberflächlich vorzurechnen, daß die Lehrenden/Lernenden-Relation bei uns nicht 1:13 sein können wird.

Hagen, 1987
H. Fritsch

1. HISTORY

The School was founded in 1974. The James Report on Teacher Education in England and Wales (3) had recommended that the first two years of training should be general education, with the teaching specialism only starting in year three. This was planned to give students the opportunity to make the commitment to a teaching vocation later. The Diploma of Higher Education was established as a nationally recognised award which could be either a terminal qualification or the first part of a teaching qualification. The first Dip H.E. (Diploma of Higher Education) course to be validated by the Council for National Academic Awards was at North East London Polytechnic.

In designing the course the academics from N.E.L.P. (North East London Polytechnic) had talked to the teaching profession but also to industry and other professions. The overwhelming message was that a 'general competence' course was needed rather than a course which would teach particular subject knowledge. There was an awareness of the rapidly changing requirements in all fields: the changes in both the particular skills required for any job and the types of jobs which were likely to be available in the future.

Against this background the decision was made that the N.E.L.P. Dip H.E. would be a skills based course. These skills would not be subject specific: students would learn how to find and use information rather than learning the information itself.

> *" The Dip H.E. 's aim was to enable people to become educated without necessarily having to accept an established body of knowledge. It was felt that the student's expert knowledge in one field should be balanced by an ability to work in other areas. The planning team became increasingly aware that employment opportunities change so there is a need to adapt and modify skills. The notion of 'general competence' developed and it became an aim of the course to ensure that all students had what came to be termed 'transferable skills'.*
> *In order to allow students to work on acquiring skills which would be transferable to different situations, not just relevant to a special interest, the idea of central studies developed. The aim of the central studies component was to allow students to learn appropriate transferable skills and knowledge.... through workshops and similar activities and further to use these skills by working with peers. Thus developed the notion of group project work, where groups of students themselves identify problems and then work on solving them... Collaboration with others, therefore, came to be seen as an aim of the Dip H.E., and it was hoped the students would develop inter-personal skills." (9)*

The Polytechnics had been set up under a Labour Government with the aim of expanding education. N.E.L.P. is situated in a poor area of London where the 'take up' rate for Higher Education is very low. The School for Independent Study aimed to increase this for the local population and use project work to serve the community in which it was situated. The desire to increase access meant that 'non standard entry' was devised to use the student's experience rather than the traditional exam passes.
The need of the first cohort of students to continue their education led to the Degree by Independent Study being established in 1976 and the Post Graduate Diploma / Masters Degree was established in 1984.

The School has grown from one programme of 73 full time students (1974) to three programmes of 800 students both full and part time. From the East End of London its activities now span the globe.

2. PHILOSOPHY

'All education planning and organisation should start from the individual student. Whatever is done must be best for him' (1) thus wrote Tyrrell Burgess, the first Head of the School for Independent Study.

All the programmes of the School give the power to the students; the courses are those of the individual students. 'The essence of student controlled learning is that the learning process is central and the content is supportive..... It enables the student to initiate and take resonsibility for the formulation of problems, testing tentative solutions or hypotheses, and evaluating the outcome in response to monitoring and analysis.' (8)

The School is not providing courses, it is providing a recognised framework within which the students can design their own courses. These courses start where the student is, go where the student wants to go and finish at the student's own identified target. They are therefore relevant in a way that no course designed by academics can be.

The staff of the School do not teach, rather they allow the students to learn. Socrates would probably have recognised the method more easily than most twentieth century academics.

The ideas of Karl Popper (5, 6, 7) influenced the design of the Dip H.E. and have continued to be a basis for work within the School. For Popper the first stage is the formulation of a problem: in the School students are helped to formulate their own educational problem. The second stage is to propose possible solutions: this is the student's course plan. The third stage is to test: Popper argues that a scientific statement is one that can be falsified, not verified, because no amount of verification can confirm the truth while one falsification proves the error. The operation of the student's course is the testing and may involve reformulation of the problem or looking for alternative solutions in the light of evidence.

Dr. George Klemp says 'the amount of knowledge of a content area is generally unrelated to the superior performance in an occupation and is often unrelated even to marginally acceptable performance' (4) he claims there are three factors of success:

1. 'The cognitive skills that are exercised and developed in the process of knowledge acquisition and use.'
2. Interpersonal skills particularly 'accurate empathy.... the abilitity to promote feeling of efficacy in another person.'
3. Motivation, this involves identifying and meeting one's own targets, taking risks and using interpersonal skills.

The emphasis needs to be on learning how to learn, how to cope, how to keep up with change. Factual knowledge will, in the modern world, soon become obsolete. There is no point in increasing the number of facts learnt; a much more participative approach to education is needed.

The Royal Society of Arts recognises this need in its 'Education for Capability Awards'. One of the first such awards given to Higher Education went to the School for Independent Study.

The Confederation of British Industry called for 'Personal qualities such as motivation, ability for original thought, and the ability to get at and solve real problems' as the product of education. (2) These are just the abilities which the School's students develop. There have now been more than 2,000 students through the School and there have been over 2,000 different courses: each one of those students was motivated to solve a real problem - their own educational design was the proposed solution.

3. THE METHOD

All three programmes involve the same processes: admissions, planning, registration, monitoring and final assessment.

Admissions: On the Dip H.E. students are interviewed in groups and offered places if they understand the course, are motivated and likely to benefit. Previous experience is taken into account so qualifications are not essential. Many students come to the course from 'access' courses or community involvement of some sort. On the Degree and the Post Graduate courses appropriate level qualifications are required, although exceptions can be made for people with appropriate experience at an advanced level. For the Degree and Post Graduate courses admission is to 'free standing' planning courses and students only actually join the course itself on registration.

Planning: For the Dip H.E. this takes place during the first one or two terms of the course. On the other courses it is a one term free standing course.

All students identify a specialist field in which they wish to work and negotiate support from a tutor who is an expert. Most of these expert tutors are from other areas of the Polytechnic but occassionally outside help is brought in. In the plan the student basically considers:

a) Where have I been and where am I now?

b) Where do I want to go?

c) How do I get from a to b ?

d) How do I know I have arrived?

Planning is not just a means of setting out a programme of study, or selecting modules. It is a valuable learning experience. When the student asks 'Where have I been and where am I now?' a realistic assessment of experience, strengths and weaknesses is required.

This is a way of establishing the value of prior experience. 'It gives full status to the varied non standard backgrounds of non standard students. It ensures that the starting point of the student's programme builds on what the student actually brings to the course' (8).

In the same way a realistic assessment of long term goals (personal, educational and vocational) is required by the question 'Where do I want to go?' The fact that the course is built on the student's own answer to this question means that the commitment is high. Once a general answer to 'How do I get there?' has been given the student is able to negotiate the details with an expert. The student then defines the final point of achievement (dissertations, exams, exhibitions, projects); the criteria of judgement is also required.

Registration: For the Degree and the Post Graduate Course there is a Registration Board which considers the proposals. These Boards include external examiners. The proposal must be registered before the student can enroll on the course.

For the Dip H.E. there is a Validating Board which considers the School's judgement on 'statements' of students. This Board is a group of eminent people who verify the standard of the work being undertaken on the course. Any student who does not have a supported 'statement' after two terms (full time) is not allowed to continue on the course.

Assessment: is both monitoring and final. On the Dip H.E. students need to satisfy the requirement of 'diligence and attendance' at the end of their first year, but the assessment is not one of level. There will always, however, be advice about appropriate level. On the Degree it is usual for students to submit course work as part of their final assessment. Personal Tutor Groups are used in all programmes as a way of helping students monitor their own progress.

Final assessment of the specialist subject is done internally by the supervisor and a disinterested person. The results are available for the external examiners comments. The external examiners are experienced in marking of comparable level. They are asked to verify that, given the distinctive nature of the course and the criteria as validated, the work is of a level appropriate to the award. It is noticeable that at Honours Degree level the number of 1st Class awards is high in comparison with most courses. The School considers this is probably caused by the dual factors of exceptionally high motivation and originality of project.
For the Dip H.E. there is also assessment of the collaborative work element: this has traditionally been by means of a group project but the programme is moving towards the student identifying the method of assessment.

Liason: This is both with other faculties within the Polytechnic and externally. Within the Polytechnic the main function of liason is the placement of students with experts in their field of interest. One of the main advantages of working at the Polytechnic rather than the student studying entirely alone is this access to tutors.-

Outside the Polytechnic there are two functions for liason. The first is the obtaining of recognition for the School, this includes placement of students when appropriate, acceptance of the qualifications and sponsorship of students.

The second function is to re-educate the educators. This is an ambitious aim, but everywhere we go people are fascinated to hear of our experience. They are genuinely interested in what we are doing. They see the advantages and the opportunities. They sometimes lack the courage to try, often because of institutional inertia. The message is, however, spreading and I hope today you will see the advantages of possible collaboration in this field.

4. EXAMPLES OF STUDENT WORK

There are, obviously, a wide and interesting variety of student projects at all levels of Independent Study. The following is a sample list of current project titles at each of the three award bearing levels.

Diploma of Higher Education

Stress and Women Managers

The impact on the stock exchange of 'the Big Bang'

Decision Making in the European Economic Community

A Critical Look at English Literature

Family Counselling in the West Indian Community

Alternative Financing of the National Health Service

How to start a Small Business

Degree (B.A. or B.Sc.)

Subsistence Farming: a Comparison of India and Highland Crofting

Can Management Practice Developed in Large Industry transfer to Small Business in Less Developed Countries?

What Makes a Best Seller?

Accessories for 'Street Wise' Fashion.

The Potential for Life Insurance in Nigeria.

Lasers and Holograms

Russian Science Fiction

Masters (M.A. or M.Sc.)

A Management Training Scheme for Primary Health Workers in Pakistan

A Comparison of the Rehabilitation of Prisoners in Sweden and the United Kingdom

'Project Full Employ': an Assessment of the Work of the Manpower Services Commission

Advertising Britain in China

Osteopathic Treatment of Foot Complaints

Satellite Surveying Methods

The above sample list of projects shows not only the wide variety of projects but also the international dimension to the work of the School. Some of the projects with international titles are being carried out by students who may originate in the country concerned but are now permanently resident in Britain (eg. Life insurance in Nigeria). However, other projects involve overseas recruitment with study in London or 'distance learning'.

From the FernUniversity point of view the 'distance learning' is probably the most interesting. I would, however, like to mention the overseas recruitment briefly. The School has been running Pre-Courses for the Degree in Hong Kong for a number of years. Once the proposal of the student is registered the study for the degree itself takes place in England. The project:

Can Management Practice Developed in Large Industry Transfer to Small Business in less Developed Countries

mentioned above is an example of the work being done by one of the students recruited in this way. For entry to the Pre-Course overseas students have to fulfill the normal requirement of two years Higher Education Study. This process has recently been extended to the Masters course and the project:

Advertising Britain in China

is an example of a student from China who is in Britain to do the Masters Degree.

This process is being started in Cyprus. For the Degree the Hong Kong model will be used but for the Masters the course itself will be followed in Cyprus (possibly with two visits to N.E.L.P.). There are two students currently piloting this system, one is studying the Electricity Supply Industry in Cyprus and the other is studying Management in the Cyprus Civil Service.

Which brings us, conveniently, to distance learning by Independent Study. There is some experience in the School, but we are not by any means experts. Some of our members of staff, myself included, have taught at the Open University. Independent Study is, however, very different from a taught course. It is not, for example, possible to pre-package material.

We have some experience of using our method at a distance, as yet the numbers are small and it is difficult to predict how quickly growth is possible. The degree student who is studying

'Subsistence Farming: a Comparison of India and Highland Crofting.'

lives in the Northern Highlands. As his project is based in the locality and he has a family he has chosen to study at a distance, although with occassional visits to N.E.L.P. The distance involved here is not too great a difficulty: postal and telephone communications are easy. The same is true of the Masters student studying:

'A Comparison of the Rehabilitation of Prisoners in Sweden and the United Kingdom.'

This student is continuing with his job as a probation officer in the North of England and studying part time. He visits N.E.L.P. about once a term and has visited Sweden for two weeks.

A more significant distance, and therefore a greater problem, is the student studying:

"A Management Training Scheme for Primary Health Workers in Pakistan"

This student is actually a Salvation Army Captain working in Pakistan. The project is fascinating and useful in that she is using her Masters programme to enable her to learn enough about management and training techniques to set up a programme for the field workers. The actual programme and her evaluation of it will be submitted for assessment.

Because we are aware of the problem of isolation in this sort of study we asked the student as part of her planning to find a 'peer group' who were prepared to support her in the study. She has done this and has built monitoring points into her two year part-time programme.

She intends to spend the first six months studying management theory and then approximately four months looking at training techniques. When she has covered the theoretical study she will do a Needs Analysis. There is an added problem of the language but she intends to employ an interpreter.

She will then design a basic course pilot and redesign it. Her final two months will be taken up with evaluating the course in practice.

Already at this very early stage of looking at the management-theory we have encountered problems. The post to and from Pakistan is supposed to take five days each way so allowing two weeks for work to be sent in and replies to be received seemed accurate when planning. However, the post has not proved totally reliable and the tutor (me) is not necessarily always able to reply the day a piece of work arrives.

For the Cyprus students doing the Master the School is hoping to provide local mentors who will work as assistant tutors in the early stages, but once they have experienced Independent Study may be able to bear the full tutorial load.

5. STAFF AND RESOURCES

For students within N.E.L.P. the expert supervisors come from all the departments of the Polytechnic. There are currently 400 members of staff throughout the Polytechnic supervising Independent Study Projects. Very occasionally a student wishes to study a subject for which there is no internal tutor available, in this case a tutor from outside the Polytechnic will be paid on an hourly basis.

Resources are allocated from the School for Independent Study to the departments of the student's tutor: this should mean that the tutor gets an allocation of time to work with the Independent Study student.

Throughout the Polytechnic allocation of staff (and other resources) to departments is on the basis of student numbers. Thirteen students 'earn' one member of staff. The average teaching load of a member of staff is 15 hours a week.

The School for Independent Study re-allocates some of the staff and resources it 'earns' to the departments where the students are working.

The amount re-allocated is not the same for each course: the Dip H.E. has a planning period within the course itself so uses more of the School's resources than the other courses which have free standing (and separately financed) planning periods. For the Dip H.E. 40 % of the resources are allocated to the host department, for the Degree and Masters 80 % is re-allocated.

This means:

Dip H.E.

1 student = 1/13 member of staff
= 1/13 x 15 = 1.15 teaching hours a week
= 1.15 x 0.4 = 0.45 hours to "expert" supervisor a week

Degree and Masters

1 student = 1/13 member of staff
= 1/13 x 15 = 1.15 teaching hours a week
= 1.15 x 0.8 = 0.92 hours to "expert" supervisor a week

In reality the average time that is allocated to an 'expert' tutor is half an hour a week on the Degree and Masters. The actual time that students need varies tremendously. Over my personal case load of students it probably works out at the average but the discrepancies are interesting:

Dip H.E. student 1	2 hours every 4 weeks
Dip H.E. student 2	1/2 hour a week three weeks out of 4
Dip H.E. student 3	1 hour a week at the moment (I'm hoping this will reduce as he gains confidence)
Dip H.E. student 4	1/2 hour fornightly
Degree student 1	1 hour a week
Degree student 2	1 - 2 hours every fortnight
Masters student 1	1/2 hour a week average (she is the Pakistan project) but in blocks of activity.
Masters student 2	1 - 2 hours every fortnight

This means that for a notional allocation of:

Dip H.E.	Degree	Masters	
1/2 x 4	1 x 2	1 x 2	= 6 hours a week

I am in fact spending an average of approximately 5.75 hours with the students.

The school for Independent Study is now the second largest department in the Polytechnic and supplies students to all other departments so that it provides resources for departments that might otherwise be 'under studented'. At this time of financial limitation when redundancy is threatened, many departments that were previously sceptical have discovered an enthusiasm!
Many tutors who supervise Independent Study Projects find that there are tremendous advantages. The most obvious benefit is the professional up-dating which inevitably takes place when one is involved with original. Some tutors and students have produced joint research. Occasionally students assist with existing research projects being undertaken by tutors in order to improve their skills, for example in statistical analysis.

Within the School itself members of staff act as both 'Central Tutor' (this is a personal tutoring role which assists with the planning and monitoring of the student's programme and ultimately co-ordinates the assessment) and as the 'expert' tutor for students studying within their area of expertise. The staff have a very wide variety of backgrounds and subject expertise. The one thing they all have in common is their enthusiasm for this method of study.

Probably the greatest vote of confidence in the work of the School is that we now employ several of our own graduates. These come from a variety of traditional study fields so a brief look at their histories probably serves to indicate the diversity both of staff and students.

One ex-student who joined the staff has since moved on. An Australian resident in the U.K. she originally worked in Brewery Management but after becoming alcoholic took treatment and then looked for a change of career. She did the Dip H.E. working on textile design and then her degree specialism was print on fabric. She worked free lance producing fabric for the fashion industry before joining the staff on a temporary contract. After two years in the School she decided, for personal reasons to move to America and work free lance.

The one permanent member of staff who is an ex-student startet as a hairdresser with no academic qualifications. When her son was taking his G.C.E. exams she went to evening classes so that she could help him with his Maths. She became so enthusiastic about adult education that she came to the School to do a Dip H.E. looking at teaching methods for adults. She then did the Independent Study Degree looking at Educational Management and followed this by a Post Graduate Teaching qualification at another college. At this point she was offered a temporary contract teaching in the School. This contract is now permanent and she is also Honorary Secretary of the World Education Fellowship.

A Sri Lankan who had done three years study on a standard university medical course before coming to study at the School is now working as a half time temporary lecturer with the School. From a wealthy doctor's family in Sri Lanka and public school educated a medical course seemed the natural choice. However dissatisfaction with the prevailing attitude to alternative medicine led him seek an alternative. Because of his previous study

he was able to go straight onto the Degree Pre-Course where he planned a course which looked at alternative medicine. After graduating he started consultancy work at an alternative medical centre and he is still working there part-time as well as in the School.

A mother who was bored when her children grew up is our fourth member of staff who qualified through Independent Study. Having joined the School she chose to study children with special needs for her Dip H.E. and then to do her degree looking at the new 'Special Needs Provisions' within the state education system. She did a Post Graduate Certificate of Education (also at N.E.L.P. but not by Independent Study) and then got a job teaching in a Special School. She now also teaches on a temporary contract on the Degree Pre-Course. She is also now registered as a student on the Masters by Independent Study.

As can be seen from the above profiles several of our students have experience of more traditional education before or after their Independent Study. All of them prefer the Independent Study model. Those who have gone on to other courses after Independent Study found the standard method of teaching far less stretching.

6. DESTINATIONS OF STUDENTS

The previous section includes detailed profiles of some of our students who have in turn become members of the staff of the School. It also shows the other activities in which they are engaged: as can be seen these include free lance design, alternative medical consultancy and 'Special Needs' teaching. From the brief 'Histories' above it can be seen that students from the School go on to other courses.

Many of the School's students have gone into teaching. This can be by doing the Degree then doing a Post Graduate Certificate or by doing the Dip H.E. and then doing a two year course leading to a B.Ed. Given that the Dip H.E. originally started as a result of a review of teacher training (The James Report < 1 >) it is quite logical that this should be the goal for many students. However, the reduction in teaching vacancies over recent years have made this a decreasingly popular choice.

Social Work in some form attracts many of Independent Study students. As has been pointed out many of the School's students come from deprived backgrounds and the wish to return and serve their community is often strong. Probation Officers, Social Workers and Community Workers are numbered amongst our ex-students.

A fairly large proportion of former students (between 25 and 30 %) become free-lance or start their own business. This is considerably higher than on more traditional courses and is probably the result of the teaching method fostering an attitude of self reliance. It can, however be argued that those who are attracted to an Independent Study course have an entrepreneurial personality. Examples of the sorts of business vary from a highly successful safety consultancy for the North Sea oil industry to a free lance photographer by way of a fish farmer!

The School can point to some outstanding successes. Whenever Local Government Finance is discussed on radio or television the 'expert' first approached is one of the School's former students. The financial return for the North Sea safety consultancy is another way of 'proving' success as is the status of being elected to the post of Honorary Secretary of the World Education Fellowship.

Sometimes the staff are surprised when a former student hits the headlines. There has been a success in a quiet way that demanded no attention but suddenly the circumstances reveal the level of attainment. Such was the situation when the national press in reporting the aftermath of the Zeebruger ferry disaster told the story of a bereavement councellor who was called in to help the relatives. She was a former student of the School for Independent Study. Her problem, identified on joining the Dip H.E. was to come to terms with her own loss. She moved on through the degree by Independent Study to learn councelling skills so that she could help others in similar positions. Her success was being demonstrated in a very tangible form.

7. INTERNATIONAL LINKS

The School has established an international reputation. It is active in the World Education Fellowship, publishes 'INIS' (The International Newsletter for Independent study), provided much of the impetus for the First International Conference on Experimental Learning in London this year and is often asked to give speeches at international venues (eg. John Stephenson, Head of School, has been to India and Australia this year).

Links have been established with Hong Kong since 1983. The School runs a Pre-Course in Hong Kong and students who are registered come to England to do their degree. This is just being expanded to the Masters and this year for the first time we have three Masters students from China.

We have just successfully negotiated with Cyprus for a similar agreement, but this time the Masters can be taken part time in Cyprus on a franchising arrangement. As part of this agreement the School is organising staff development for the Cypriots.

Plans are well underway to enable American universities to use the expertise of the School for credits. We also have a few 'one off' students who are studying by correspondence (at present I have one in the remote Highlands of Scotland and one in Pakistan).

What about Europe? Well several institutions have contacted us over the years and several more attended the conference this year. We now feel it is time for a major initiative and are hoping to draw together institutions which are interested in this method to form a 'Europe-wide' network of facilities. The idea is that the School contributes its expertise in planning at all levels (this can either be free standing or a credit bearing course). Once the plan has been completed the whole network becomes the rescource base. John Stephenson has said:

In brief the students can use the Polytechnic as a library which has on its shelves not only books but also lectures, workshops, short courses, seminars, individual staff and specialist facilities. No librarian would insist that students read books only in one order and only from one shelf. This clear principle is extended to all other expertise in the institution. (8)

The suggestion is that we now extend the principle to all expertise in the network. Some institutions may have distance learning material, others may have subject expertise that is not available elsewhere. We designed programmes across international boundaries.

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